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AUTHOR Brown, Gerald R.
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ABSTRACT

Focusing on urban students, this report discusses approaches taken and programs implemented by school libraries in the Winnipeg (Manitoba, Canada) School Division in response to at-risk students. While the programs span the range of grade levels, several of those highlighted are specifically for at-risk preschoolers, dropouts, and adult learners. Overall strategies for making education more relevant, real, and rewarding are outlined, including continuing professional development for teachers and the use of the whole language approach in the curriculum. All of the programs are: (1) small in size and local in scope; (2) individualized to the needs of the school, the individual, and the particular localized population; (3) characterized by caring and attentive staff members who are highly attuned to the personal needs of students; (4) involve teacher-librarians as an integral part of the whole program; (5) include teachers who have high expectations for the students, and who encourage them to reach these goals; and (6) establish stronger links between the school and the family. Some projects involve liaisons with other education-related agencies, e.g., a children's hospital, public library, and the Canadian Children's Book Centre. (21 references) (SD)

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19 th I. A. S. L. CONFERENCE UMEA, SWEDEN

THEME: BRIDGING THE DIFFERENCES

8 - 12 JULY 1990

AT - RISK STUDENTS: HOW DO SCHOOL (LIBRARY) SYSTEMS RESPOND ?

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by

Gerald R.Brown
Chief Librarian
Winnipeg School Division No. 1
Teachers Library & Resource Centre
1075 Wellington Avenue
Winnipeg, Manitoba R3E OJ7 CANADA

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ABSTRACT:

An examination of the ways in which one Inner City school district of about 35,000 students identifies at-risk kids and then attempts to provide a variety of alternative and integrative programs to help these children respond to the changing needs of their environment.

The programs range from pre-school identification programs to pregnant teenager parenting programs, to adult re-entry programs. The role of the library is stressed in each case, with illustrations from system and community provided.

OUTLINE

1. Introduction / Definition
2. Managing Risks for Pre-School Learners
3. Strategies To Make Education Relevant / Real / Rewarding
4. Rehabilitating the Drop-out
5. Responding to Adult Learners
6. Relationships with Education - Related Agencies
7. Conclusion
8. Bibliography

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The day-to-day life of kids in the Inner City exacts an incredible toll on their mental well-being. This makes it difficult for a kid to concentrate on schooling or even to care about going to school. Their main concern is just surviving on a daily basis. We have to reach them a lot younger and provide them with the support they are going to need if they are going to make it academically, socially, physically or psychologically in our modern world.

Drop out programs that focus solely on high schools are often a failure because by the time students reach ninth grade they have often decided whether to stay in school or to pursue other survival routes. In many cases they must first contend with poverty, resist the temptation of drug dealers, sexual abuse and broken families.

Staying in school to graduate will not by itself guarantee a happy and successful life. On the other hand, if schools and society can address some of the problems facing these young people in realistic and effective ways, the possibility exists that they will be able to enjoy a more rewarding and fruitful life as thinking and sensitive citizens.

Whatever a school or school system may do to aid at-risk students will also help all other members of the student body. For most students, it is never too late. At-risk youngsters are salvaged one by one. Curriculum revision and new instructional approaches are not enough; without support services, many at-risk students will continue to drop out. Essential components of such support services are personal concern by at least one adult, and a high degree of involvement to establish trust and build rapport with the at-risk student.

1. DEFINITION

For the purpose of this paper, the following working definition is provided.

Any individual who may discontinue or interrupt the progress in his/her personal learning and development curve, -- academically, socially, physically or psychologically -- may be considered to be a STUDENT AT RISK.

There is no one specific age at which this interruption may occur.

It must not be assumed that the individual can necessarily control the various factors which may have caused the disruption. Outside intervention may be required to assist the individual in re-establishing a personal vision of where he/she would like to go -- the future as that person wishes to pursue it.

In Winnipeg School Division No. 1 there are a number of programs and approaches in place in the early grades to help identify students with particular needs. This paper will not attempt to explore all the paradigms used in gifted or special education programs. Instead it will focus on the regular classroom streams with which most school libraries interact.

2.1. The EARLY IDENTIFICATION PROGRAM (E.I.P) is an on-going process of appraisal of children which includes a range of techniques, but places a major emphasis on teachers who are trained in observation. Established in 1981, the program consists of: 1. Formalized teacher observation in which a checklist is used to follow children in nursery, kindergarten and grade one.

2. Screening is a more formal process of individualized assessment where hearing, vision and gross motor development are recorded. In some cases, only those children will be screened about whom definite questions have emerged as a result of teacher observation.

3. School Review Team consists of classroom teacher, administrator, resource teacher and/or librarian, Early Childhood consultant, public health nurse, and Child Guidance Clinic personnel. After a careful assessment of the situation specific programs may be initiated and monitored by any or all of the above personnel for the individual child. The librarian often plays an important role through observation, and through assistance in providing related media resources or small group focused activities.

The E.I.P. has been successful in helping many needy children off to a more positive start in such areas as social behaviour, listening, receptive language, spoken language, fine motor coordination, and gross motor skills.

Dr. Joan Tough claims that the greatest differences in the experiences between children are likely to be those that stem from the particular expectations of life within their own families. All children learn to get along with others around them and to adjust to some extent to what is expected of them in order to fulfill their need for acceptance and to gain love and recognition. But since what is expected of them may be very different; so also may be their attitudes and values. We have a responsibility to help the students adjust or acculturate in the smoothest possible manner.

2.2 The provision of ETHNIC TEACHER AIDES in many WSD schools where there is a distinctly identifiable ethnic population has been an asset to the teachers working with children from different cultural and linguistic patterns. The aides are frequently recruited from the community. They help in the school classroom, and also maintain communication with the family. This is very important where the family is non-English speaking. These aides are particularly helpful in preparation of translations of memos and notices to the homes, and also during parent/teacher interviews.

In addition, many have worked closely with their librarians to read stories in small groups on particular themes, to view filmstrips to develop vocabulary and to review concepts learned in the regular classes. Work in small groups has been very successful at all levels and types of elementary school "research" activities.

2.3 In some cases the aides have also TRANSLATED many quality Canadian children's picture books into the alternative languages of the student population so that the children could take them home for their parents to enjoy. While this is very time consuming, and somewhat expensive, we have yet to find an author who was not willing to let us do this with the original work. We have always done this work on an individual not-for-profit basis. Some commercial houses are now following our lead.

2.4 In three other communities there is a project using HOME TUTORS who work closely with the parents of Early Years children to help them understand what is happening in the school programs. In these cases, material is taken directly to the homes and is discussed with the parents (especially the mother). Pictures and charts are left with the family in both English and the family language so that the whole family can learn to use the words and discuss the ideas in the pictures. The classroom teachers make a special point to refer to the pictures often so that the children will have new information to share when the family discussion is taking place. These tutors and/or aides are given special training in interpersonal skills development, communication skills, and are responsible for nurturing good self-concept in the home-bound parent.

2.5 In some cases, progress has been made to get the parents to come to school on a regular basis to meet other parents to learn the English language as a group around special activities which relate to their children's needs. There is a requirement that an adult or older sibling must pick up the nursery and kindergarten children at 11:30 each day. Hence, it is possible to work with some of these adults and to establish the bond between them and the school.

2.6 It is the responsibility of the librarian in these schools to work closely with the project coordinator and the classroom teachers to select materials that can be shared both with the children and with the parents. In some schools special funding has been provided for PARENTING LIBRARIES consisting of print materials on child care, rearing, reading, social needs, etc. The identification of posters or charts that can be translated and/or reproduced in more than one language is especially important. Assistance from the Provincial Department of Education in these projects has been helpful. Librarians from our system work on these committees as advisors.

3. STRATEGIES TO MAKE EDUCATION RELEVANT / REAL / REWARDING

The basic premise for all school library programs in Winnipeg School Division is that they will be integrated into the regular classroom curriculum. The activities, stories, themes, and units are planned to support the classroom teacher and to respond to individual and small group needs. Where this planning is done well, many at-risk students can have the advantage of another fully trained and experienced educator along with their classroom teacher. The results of this collaborative teamwork is very exciting to observe. Ultimately all students benefit from the media collections which have been developed to meet local community needs. This is done of course through purchasing of commercial resources, but equally often through the locally produced materials.

3.1. PROFESSIONAL DEVELOPMENT work for the teacher-librarians in our system focuses on the need to study the developing concerns in the Division, and to share our collective expertise. (A more detailed overview of this topic appears in a paper presented at IASL in Michigan, USA in 1988.) A sample of material which comes from such study sessions is "Development of Oral Language Skills Through Library Programs" which outlines eight (8) cooperatively implemented programs. This topic was selected by the librarians who are concerned that the oral language skills of elementary school children in their schools were below average.

There are many other samples of such collaborative teamwork and sharing. Special areas of concern this past year have been Inner City Development, and Independent Learning Skills.

3.2 WHOLE LANGUAGE as an instructional strategy has been very valuable for the teacher-librarians who have capitalized on two aspects in their cooperative planning models. The opportunity to have children appreciate many stories by genre or thematic approach in their regular library times, to share many more stories in their classrooms through the room collections which are loaned from the library, and through the home reading programs, has enriched the appreciation of the language for many children.

3.3 Most schools provide ample opportunity to have students create their own stories, poems and illustrations as part of their regular and individual response to the literature, art and music about them. Frequently there are Young Author FESTIVALS, Language Arts Festivals, or Multicultural Festivals at which student work is shared. Local authors, illustrators, performers are part of the celebration.

3.4 Garden Grove School (Grades N-6, 600 students, dual track English/French) has provided a sample of one such three week festival for you to enjoy. Consider the options in it. There is something here to stimulate or respond to every child in the school (and in both English and French as needed).

G.R.A.B. 90 is a significant event in our district. It is also one of the most elaborate that we have at this time. Do ask your questions during the conference.

3.5 The Division-wide YOUNG AUTHORS CONFERENCE is run each year, in separate sections for elementary and secondary students. This is a great time to give students applause for their creative endeavours parallel to the music concerts or the physical education performances and trophies. Authors rub shoulders with other authors of their same age. In its twelfth year, YAC helps some kids find themselves in reading, in writing or in creative response. Librarians are very busy all year working towards this annual event, both in the planning and in the direct work with children and teachers to encourage the spark of genius. It is important to note that all children have an equal chance. It isn't just the "bright or academically talented" who get chosen to go to YAC.

3.6 Attendance at school may make for success. In some Inner City Schools a NUTRITION PROGRAMME has been instituted to help needy children obtain their basic food needs with a substantial breakfast every day. Snacks are also provided to some age groups at mid-morning break. Elementary school Food Co-ordinators/Aides have been hired to teach children the basic information about diet in their lives. School librarians have been an asset in finding posters, stories, and visual media to re-enforce these concepts. It is our belief that a child will learn better if one doesn't have to listen to the confusing rumble of a noisy stomach. This food provision has helped keep the attendance figures very high in some schools.

3.7 BLAST - (Breakfast, Lunch, After School Teacher) is another sample of a Nutrition program with a study program attached. It is currently operative in an elementary school, and while the food element is important, certain students have been targeted as candidates for extra tutoring. In most cases these are students who do not have a home environment conducive to learning, especially quiet reading, supportive listening, or help with any topic from regular class.

3.8 PEER TUTORING has been an important aspect of this program which has been successful in getting students of mixed abilities to work together. By teaming students in one-on-one or in very small groups with other students, successes for the at-risk kids have shown as - gains in their grade point averages
- improvement in reading, math, writing, communication, and study skills,
- improvement in interpersonal skills
- increases in comprehension levels
- gains in self-confidence and self-esteem.

Some off site activities are also carried out after the regular school time for students in these programs, such as visits to museums, and film production at the local art gallery.

3.9 Volunteer PHONE HOME COMMITTEEs are active in many schools where a regular team contact the home of any student who is absent. The purpose is to show that the school is supportive of the individual, and to nip truancy in the bud. It is now working effectively in both elementary and secondary programs. It also gives an opportunity for a trained volunteer to interact with the parent and/or student, and to help them find assistance of a medical, professional or constabulary nature as may be needed. If the student realizes that somebody cares, maybe they will begin to trust the school system again, and become part of it on a regular basis.

3.10 ELDERS or SENIORS in the community have been very popular in some schools. Originally initiated by one librarian to draw resource people into the school to help with technical and clerical functions, the program developed to a state where "the grey brigade" began sharing other talents in art, music, story telling, hobbies, etc. on a regular basis in one part of the library. A warm attachment evolved between the seniors and the students as each began to appreciate and value the other. When some of the seniors became ill, incapacitated, or unable to come to school in the winter, they would still wave to their young friends as they passed on the way to school every morning. For the senior, it was a reason to get up early (to see their youngsters). For the children, they accepted responsibility for another person, and monitored their activities too. Several at-risk boys responded very well to this kind of personalized attention when they had no extended family of their own. In one case these contacts averted a near tragedy when one senior was ill for an extended period of time and no one else in the block knew about it.

3.11 The role of the ELDERS IN NATIVE SCHOOL PROGRAMS has been valuable in helping young people appreciate their aboriginal cultures and values. They have a highly regarded member of their own culture to talk to about the conflicts they see in the values espoused by school, those projected in the media, and the ones accepted by their family. This medium of interaction has proved very effective also for the school staff to understand better some of the stresses, particularly for teenagers. Special efforts have been made to try to find material in various formats to instill pride in the aboriginal community. Special courses have been developed in native literature for these students. The librarians have worked on these planning committees for many hours.

3.12 WORK EXPERIENCE PROGRAMS are in place in many secondary programs (grade 9 +) where the students have a specific period of time to work in local business and industry. The students soon gain a sense of "employability skills" that are necessary for successful transition from school to work and beyond. The skills essential for job seeking, job placement, and job retention become much more important and school soon becomes more relevant. Career choices are put into a more meaningful context also. The District Resource Centre has been involved with many students in these programs.

4. REHABILITATING THE DROPOUT

The traditional treatment of the AT-RISK topic in the literature is in the contexts of drugs, alcohol, pregnancy, and work dropouts. These topics are not examined in depth in this paper.

4.1 Suffice it to say that the bibliography contains a citation for the Garry R. Walz and Jeanne C. Bleuer recent work, entitled COUNSELOR RESOURCES FOR HELPING STUDENTS AT RISK. This is a most exciting documentation of 571 items from 1980 - 1990. It is commended to you for further detail on this aspect.

4.2 PROGRAM FOR ADOLESCENT PARENTS is one of the very successful program in response to drop-outs the system. Female students who are pregnant and do not wish to continue in their home school are encouraged to enrol in a special school. Here they have access to regular tutoring in whatever level of school program they are now functioning. In addition, their have opportunity to work in their own day-care nursery part time, to assist in the food centre part time, and learn about child growth and development. Special attention is given to their own personal growth and development, including self-confidence and self-esteem building. Many of these students continue in this program after their infant is delivered, and until they are able to complete the current academic year. It is very challenging to provide a library to relate to this program. One teacher has been very supportive and has developed an Appreciation Of Children's Literature course as an option in the English stream. In many cases this is the first introduction these students have had to this material. Time is also managed to help them develop their own reading skills so that they can share these stories, poems, nursery rhymes and jingles with their own child from a very early age.

4.3 Winnipeg Adult Education Centre has recently established a LANGUAGE DEVELOPMENT PROGRAM especially for Adult ESL (English as a Second Language) students. The program meets the academic requirements for grades 9 - 12 and stresses the basics of English usage. About 170 students enrol each semester, with 120 + in evening school. Presently most of the students are from South America, Eritrea, China and Vietnam. A full time librarian and a well-stocked library provide a full range of instructional services to the students. Assistance in developing study skills in English has been very important.

Other programs of similar nature are offered in other government-funded institutions and other neighbouring school districts. While some would not consider this an at-risk program, it is very evident that many of these students have achieved well in education and careers in their own country. Now they lack the language facility and often the confidence to succeed in the workplace or at post-secondary educational institutions to re-qualify in their profession or trade. This support program has proven very successful as a bridge to complete the Manitoba GED (General Education Development) equivalence examinations for these adults.

4.4 Argyle Pre-Employment Program.

This school is usually considered to be a YOUTH RE-ENTRY school for those who have voluntarily withdrawn from the regular program for pregnancy, law-related infractions, low self-esteem, or other stresses. Generally the students range in age from 17 - 21. The program is designed to provide upgrading skills for further education, a community college or adult education programs, and to prepare the students for entry into the workforce. Usually the work experience occurs in the afternoon and evening , while the academic and socialization programs are run in the morning.

The PRE-EMPLOYMENT PROGRAM has been operational since 1984. It has been successful in creating a realistic understanding of the work ethic and business expectations. A high percentage of the students who have completed the program have been employed successfully, and have continued in the job for a reasonable period of time. The librarian in this program is faced with the challenge that many of these students have been non-readers in the general sense. He has made a special effort to devise activities and programs involving them in visual literacy -- examination of television as a propaganda device, point of view as seen from a camera, use of sound to affect the emotional tone of a report, etc. In addition he has also used several local computer programs which have dealt with career choices and the implications. Multi-media kits have also been used extensively. At the same time, many field trips, simulations, mock trials, and mock interviews have been used to build understanding of the power of information in one's life.

5. RESPONDING TO ADULT LEARNERS

The statistics are all around us in this International Literacy Year about the number of people who cannot read. Winnipeg is no different from the rest of the world. The Manitoba Government has established a Literacy Office, and has provided financial support for many grass roots projects.

5.1 Exemplary in this context is JOURNEYS ADULT EDUCATION. It is an adult literacy, upgrading and adult education program with 70 students, 21 active volunteer tutors and two paid teachers. This corporation has a Board of Directors of 14 people, 10 of whom are students and tutors. This helps students to take ownership for the smooth running and improvement of the program. The program receives high visibility in the local press and media. The students in the program have published three volumes of their own writing. These have been applauded nationally for their quality and candor. JOURNEYS also hosts an Annual Learners Conference for other students who are in some of the 15 other similar programs that have been spawned from the inspiration of JOURNEYS. The programs must be initiated from the local community before provincial funding can be obtained. It has been an exciting challenge to work closely with the leaders in this program, to help them publish their first two volumes, and to share learning materials with them.

5.2 In one of the rural school divisions, the PATHFINDER LEARNING SYSTEM is used to help young people between the ages of 16 and 24 bridge the gap between their formal education and employment. The computer based learning system was developed by YES (Young Employment Skills) in Toronto, Canada. The computer-assisted instruction package helps learners develop reading and writing, mathematics, science, social studies and job-life skills. It includes diagnostic testing to help identify a learner's strengths and weaknesses. After testing, an instructor and learner together design the educational program to meet the learner's goals. The system has helped many potential dropouts by providing positive re-enforcement to change their attitudes toward education and its benefits. This is a sample of a school district, business community, provincial and federal governments working together to meet a need of the at-risk students outside the urban area.

5.3 STONEY MOUNTAIN CORRECTIONAL INSTITUTION is surely as close to at-risk students as any one can find. It is a long term facility with all levels of sentences housed together. For many years our district has been involved in providing support to the educational needs of the community. This has been done with varying degrees of success. There are students from this centre who are now attending university on a part-time basis, and within the time of their incarceration will likely graduate.

One of the really significant developments recently has been the addition to the teaching staff of an aboriginal lady. She is an experienced educator, and has had considerable success in reaching some of the native inmates who have severe reading difficulties. By appealing to their native pride first, she has helped them learn to communicate more effectively, and has lead them to begin to write simple stories to share with each other.

She has drawn on native literature, and has spent much time reading to these inmates. She has found the level of discussion increased greatly, and fired by a desire to be recognized, some have written increasingly well, and are reading more avidly. One dimension of the program which has been very successful, is that Mrs. Tuesday has taken many books available in both school and public libraries and has asked the inmates to review them for stereotypes and bias. This has proven doubly valuable to us. We are pleased to have her assistance in this regard, and are constantly looking for more material for her to test out.

5.4 Frontier School Division established ADULT LITERACY CENTRES and has taken the initiative to establish learning centres and libraries in five northern communities. Stress has been placed on community development strategies - community ownership, client driven curricula, access to libraries, high quality instruction and long-term commitment. The centres' programs are delivered by qualified, experienced and, where possible, bilingual (Native language) teachers. The programs are designed for three to five years duration in each of the five communities. Access to the daily newspaper has been particularly important.

The collection of library materials has been a challenge too, considering the limited amount of material related to the northern area at lower reading levels. The use of distance education and satellites is making more material readily available. The use of computers is also becoming more important. In many cases we are not dealing with drop-outs, but young adults who have not had the opportunity to attend school due to distance and the demands of work by the family. This project will be monitored with interest, and its evaluation will be of great importance.

5.5 ENGLISH IN THE WORKPLACE began in 1984. Its purpose was to promote, design and deliver language training which is tailor-made for particular workplaces in terms of the content, timing and location so that there is maximum worker participation and benefits. Since its beginning, over 50 program have been delivered in the garment, aerospace, hospitality, manufacturing, cleaning and social service sectors. In many cases, EWP classes have been composed entirely of immigrant women, many of whom are attending formal ESL instruction for the first time. A significant number of participants of EWP classes have gone on to join the regular institutionally-based system. This program is coordinated through the Adult Language Training Unit, Adult and Continuing Education Branch, Post-Secondary, Adult and Continuing Education Division of Manitoba Education.

6. LIAISON WITH OTHER EDUCATION RELATED AGENCIES

6.1 CHILDREN'S HOSPITAL PATIENT LIBRARY CH 253 was officially opened in 1988 as a result of a local radio celebrity inviting the CJOB listeners to contribute money to "Books for Kids". Substantial funds were received to develop a collection for use by the patients of Children's Hospital as well as visiting parents and siblings. The "Book Corner" is a non-medical place, designed as a haven for patients to retreat to and spend some time away from their rooms. When a child is ill or hospitalized books may provide a source of familiarity, comfort and security. They may provide stimulation, humour and diversion during stressful times. The librarian in this Centre works closely with the teachers and teacher-librarian contracted by the Winnipeg School Division to work with children on the wards and as follow-up with out-patients. The development of this collection has been a joint venture. There is a deep sense of satisfaction to see it in place and functioning so well.

6.2 The I LOVE TO READ Committee is composed of representatives of the Reading Council of Greater Winnipeg, Winnipeg Public Libraries, Provincial Library System, and the Manitoba School Library Audio Visual Association. Each year a major event is planned to culminate about 14 February to focus on libraries and reading. This year emphasis was on getting as many people as possible to sign up for a library card. A major local historic site was co-opted to house the "World's Biggest Read-In" with hundreds of children, adults, and featured artists all coming

together to generate plenty of warm fuzzies, and enthusiasm for literature. Probably few genuine "At-Risk" kids were there, but everyone who came probably had the pleasure of reading re-enforced for them.

6.3 Winnipeg Public Library provides a wide range of support for people who can be encouraged to pick up a volume. This year an exciting PROMOTIONAL PROGRAM has blanketted the city with bill boards, bus shelter signs, posters, bookmarks, and guides. These were available to all schools in quantity, and have been well received.

COMMUNITY ACCESS CHANNELS are used by the WPL system to share story telling on a regular basis, with quality telling of reading of Canadian and other tales. Some school librarians have been featured on the channel. Bibliographies of the books and others of similar quality are available at the branches for parents and children to enjoy.

MULTICULTURAL COLLECTIONS have been expanded with more material for young children, so that parents can take pride in sharing new books in their own language. Access to these materials is provided to the school system through special loans. It is also possible for the schools to send in lists of titles that have been recommended for consideration.

LATCHKEY Programs have been developed in some of the branches to meet local needs where parents are working beyond regular school hours, and where no day-care facilities are available.

Brochures in ALTERNATIVE LANGUAGES are now also being provided in response to the needs of a multi-lingual community. This material makes it possible for individuals who are English deficient to come into the setting without feeling completely overwhelmed.

SUMMER READING PROGRAMS are carried on extensively, and continue to draw many children. From time to time some school collections are loaned to the Public Library System to fill the need for multiple copies. Usually there are no problems over losses or damage. We feel it is more important to have the materials used, and more kids involved in reading if it can be managed in any way.

6.4 BOOKMATES came to life in 1984 as one of the first projects developed and funded by the Core Area Initiatives (a City, Provincial and Federal joint project). It was designed to respond to the needs of 3 - 5 year olds. Children were referred by community schools, social workers, drop-in centre and health care workers. Volunteers were recruited, screened and trained as BOOKMATES. The objective was to pair an adult with a child for regular weekly visits to the local public library where they would read aloud, share the positive experiences and language building that books offer, and then borrow books to enjoy at home. The key to the volunteer's success is building a positive ongoing relationship with the preschooler -- through repeated exposure to books, shared with a caring friend in a warm and friendly setting at the neighbourhood public library. It is a headstart for reading.

6.5 "Reading the Signs": a LITERACY PLAY was produced by World Literacy of Canada and Young People's Theatre. It focuses on four people, of varying ages and backgrounds, whose abilities to realize their personal goals are compromised by their lack of literacy skills. The play was taken across Canada (called the Developing Freedom Tour) following its premiere on World Literacy Day (Sept 8, 1989). The play speaks to both potential learners and tutors. It is designed to encourage potential learners to come forward and benefit from the services offered by their local literacy groups. The play encourages potential tutors to share their gift of literacy. In addition, the play speaks to high school students about the importance of staying in school. The project was funded by a major commercial enterprise, by the Department of Secretary of State, and the Ontario Ministry of Skills Development.

6.6 CANADIAN CHILDREN'S BOOK CENTRE is of the national agencies that nurtures a love of reading buy promoting the works of Canadian authors and illustrators nationally and internationally. The display at this conference will provide some perspective on the work of the Centre, including its publications, author tours and exchanges, and various promotional items. We point with pride to the success of this agency as a major promoter of authors, illustrators and publishers in Canada. Use of this material with youth will encourage them to enjoy reading as a life long habit.

7. CONCLUSION

This presentation has attempted to summarize the approaches taken by school libraries in Winnipeg School Division in response to At-Risk Students. It has not covered all the programs, nor has it covered these in depth. However, the features which are most common in each of these commentaries emphasizes that these programs :

- are small in size and local in scope
- are individualized around the needs of the school, the individual, or the particular localized population
- are characterized by caring and attentive staff members who are attuned to the personal needs of students
- involve teacher-librarians significantly as an integral part of the whole program
- include teachers who have high expectations for the students, and who encourage them to reach those goals
- establish stronger links between the school and the family

Reaching and motivating students-at-risk is a difficult job. We must be wary of band-aid solutions. It is the genuine challenge that faces all in education. Teacher-Librarians are in a pivotal position to help educators at all levels to meet this challenge.

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